DOCUMENT RESUME

ED 172 483 EC 114 876

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TITLE The "ACCEPT" Model: A Community and Career Education Process for Training the Handicapped: An Approach for Use by Regional Educational Service Agencies (RESAs) with Trainable and Educable Retarded Students.
INSTITUTION Montgomery County Intermediate Unit 23, Blue Bell, Pa.
PUB DATE Dec 78
NOTE 81p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Career Education; *Community Education; Community Resources; Conceptual Schemes; Delivery Systems; Early Childhood Education; *Educable Mentally Handicapped; Elementary Secondary Education; Identification; Mentally Handicapped; *Models; *Multiply Handicapped; Parent Participation; Program Development; Recordkeeping; Staff Improvement; Task Analysis; *Trainable Mentally Handicapped
IDENTIFIERS *ACCEPT Model

ABSTRACT

The paper describes the "ACCEPT" (A Community and Career Education Process for Training the Handicapped) Model, designed to deliver career education services to lower-functioning handicapped children (trainable mentally retarded, moderately multi-handicapped, and variations of functional retardation regardless of primary disability) ages 3-21 years. The model is explained to have five major components--comprehensive needs assessments of target populations, design of coordinated training and awareness models, implementation of training and awareness models, development of mechanisms for coordination of available community resources, and dissemination of the results and model processes of the project. Sections address the following areas: populations to be served, review of previous efforts, 14 major objectives of the model (presented in table form) with subordinate objectives and activities), staffing at three levels (administrative, program, and secretarial), staff development, record keeping systems, identification and assessment of handicapped children, instructional intervention, (an essential element being the use of intensive task analysis techniques), parent-family participation, and dissemination. (SBH)

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THE "ACCEPT" MODEL: "A COMMUNITY AND CAREER EDUCATION PROCESS FOR TRAINING THE HANDICAPPED": AN APPROACH FOR USE BY REGIONAL EDUCATIONAL SERVICE AGENCIES (RESAs) WITH TRAINABLE AND EDUCABLE RETARDED STUDENTS

ED172483

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December, 1978

ABSTRACT

THE "ACCEPT" MODEL: "A COMMUNITY AND CAREER EDUCATION PROCESS FOR TRAINING THE HANDICAPPED": AN APPROACH FOR USE BY REGIONAL EDUCATIONAL SERVICE AGENCIES (RESAs) WITH TRAINABLE AND EDUCABLE RETARDED STUDENTS

Traditionally, community and career education has focused upon involving many components of the community in immediate programming and process. It has been necessary to demonstrate viable programming in a visible fashion as soon as possible. While many fine community and career education programs have begun in this fashion, this approach has often neglected some major but non-vocal community sectors. One such group that has not received and coordinated community or career education services is the handicapped citizenry. The proposed model will systematically establish programs in a highly coordinated manner that will not only assist the handicapped citizenry themselves, but also will address all components of the community with regard to how they can help (and in turn be helped by) the handicapped.

The model has five major components:

1. Comprehensive needs assessments of target populations.
2. Design of coordinated training and awareness models.
3. Implementation of training and awareness models.
4. Development of mechanisms for coordination of available community resources.
5. Dissemination of the results and model processes of the project.

THE "ACCEPT" MODEL: "A COMMUNITY AND CAREER EDUCATION PROCESS FOR TRAINING THE HANDICAPPED": AN APPROACH FOR USE BY REGIONAL EDUCATIONAL SERVICE AGENCIES (RESAs) WITH TRAINABLE AND EDUCABLE RETARDED STUDENTS

Career education for lower-functioning handicapped children (namely, trainable mentally retarded, moderately multi-handicapped children, and variations of functional retardation regardless of primary disability) has been an area in need of serious attention. The dearth of workable procedures in this domain has frustrated those special educators who have been attempting to provide meaningful, appropriate career education to these lower-functioning children. A coordinated regional approach, such as that which might be offered by a Regional Educational Service Agency (RESA, such as an Intermediate Unit, county schools office, special purpose school district, etc.), is offered.

The model addresses the above situation through comprehensive involvement at all age levels of the community: (a) special and regular education professionals at school-age levels from about 4.6 to 21 (staff from the RESA, its independent school districts, any independent vocational technical schools in the region, and any approved private schools within the region); (b) post-secondary and adult education professionals; (c) business and industry within the county; (d) the parents of the handicapped children; (e) the noneducational human service agencies and community groups; and, most importantly, (f) the lower-functioning handicapped population from birth through adulthood. The model program to be proposed emphasizes total involvement of the region's component groups. While each of groups (a) through (f) will become actively involved in quite different ways, they all will share the common goal of producing a composite fabric of appropriate career education for the lower-functioning children.

The model program proposed here includes several component activities designed to be replicable in other settings across the country, either at the Regional Service Agency level or the independent school district level. Each component of the model is designed so as to be useable in and of itself. Flexibility and exportability are the keynotes of this model. Each of the following components will have seven variations to meld with the specific needs of each client group: (a) the design of a needs assessment survey of career education needs and possibilities in each of the six populations listed above; (b) the implementation of the needs assessment surveys; (c) the design of awareness activities for the five population groups; (d) the implementation of awareness activities; (e) the design of an integrated continuum of career education training activities; (f) the implementation of these training activities; (g) the design of periodic followup and refinement activities to reinforce activities (d) and (f); (h) the implementation of the followup and refinement activities; (i) the design of dissemination activities about the model program; (j) the implementation of the dissemination activities; (k) the design of diffusion activities about the model program; and (l) the implementation of the diffusion activities.

All of the above activities (or any subset of them depending upon other agencies' selection of components once dissemination and diffusion begins) will functionally be brought together in a one-stop information center. This center concept will provide to any of the client groups described above directions on where to get services, who provides them, how they are provided, and when they can be provided. The training activities which the center carries out with the handicapped populations themselves, will be in the least restrictive environments rather than in isolated settings. To maintain coordination of activities and information within and among the operational subdivision of

the sponsoring agency, as well as among all other community and human service agencies, a key element of the model is a permanent advisory board representative of all such agencies.

POPULATIONS TO BE SERVED BY THE MODEL

The career education model program addresses six population groups. The first group to be served is lower-functioning children who have been identified as moderately to severely handicapped in accord with whatever standards and regulations that exist at the state level. These children will be directly served by the project activities and will be one of the primary emphases of this project. This group includes children between the ages of 3 and 21 who have been evaluated as trainable mentally retarded, lower-functioning educable retarded children, and other lower-functioning children of multi-handicapped type. These children have in common the facts that they can master all self-help/adaptive-behavior skills, essential work habits and attitudes, and some basic academic competencies essential to career-education and eventual job market integration. Apart from school-age children of these characteristics, the career education model program will also provide meaningful continuum activities upwards into the post-secondary age levels of children who had previously been evaluated as having these handicaps.

A second group which forms a major client population is the special and regular education professionals who deal with the above children at school-age levels. These staff members will be given not only awareness activities surrounding the career education possibilities with these children, but also intensive training in how to implement these career education activities with their students. Three other groups will be served with a similar two-pronged approach, although with widely differing content: post-secondary and adult education professionals, business and industry within the county, and the non-educational human service agencies and community groups. Adult education programs will be instituted in convenient public school settings. Thus, programs will be developed not only at the mandatory school ages but also after age 21.

A sixth client group is the parents of the children described above. The parents will be given special awareness and training in career education activities. It is crucial that parents be given a positive and realistic perspective on their children's potential for employment. Parents must also be given ways of working with the educators who counsel their children so that both parents and students are aware of the entire range of appropriate options.

The seventh target group of this project is the general lay population. This group will be addressed by mass media awareness articles of what the project is doing and by the availability of brochures in public places.

REVIEW OF PREVIOUS EFFORTS

The review of this approach as a model program rests upon four bases: (a) review of professional literature, (b) review of related programs, (c) legal citations of need, and (d) special regional needs in any setting.

Review of Professional Literature:

It is quite clear that nationally, a need has existed for comprehensive career education programming that addresses all segments of the community in its broadest sense. Hoyt (1975) has described career education as follows:

> "Career education from its inception has been pictured as a collaborative effort involving the formal educational system, the home and family structure, and the business-labor-industry-professional government-community...career education is not something that school personnel can do by themselves."

This is not an isolated comment. A recurrent theme in much of the career education literature that has been generated focuses upon the need to build into the educational system varying mechanisms for greater involvement and coordination of all possible resources within the community setting (Clark, 1974; Jepsen & Retish, 1974; Corcoran & French, 1977).

Approaches that have utilized this approach have been uniformly successful. An example of the multifaceted systems approach is the intra-community action network (ICAN) system as reported by Kenowitz & Edgar (1977). The system was initiated in two communities: (a) a rural community where the handicapped and their family did not take advantage of existing services, and (b) in a community where new comprehensive services needed to be developed. The approach was basically a gathering mechanism whereby the handicapped, their families, and service providers were brought together in order to dis-

cover the types of services that were provided, and how the community could continually adopt an action system to meet the needs of the handicapped.

Corcoran & French (1977) also address the need for integrated community planning services when discussing the habilitative and recreational needs of the community based mentally retarded. The authors, while not delineating a mechanism for developing and coordinating comprehensive planning services, nevertheless, provide strong support for the need for the development of an integrated procedure.

It has become increasingly obvious that the awareness and acceptance of the mentally retarded in the United States is significantly poorer than in European locales. Juul (1978) reports that in the Netherlands, over 30,000 retarded citizens are gainfully employed and fully accepted by the working community at large. She credits this development of positive attitudes on the part of the general populace to close cooperation between government, industry, private institutions, the schools, and professional organizations.

In the United States, however, this attitudinal set is not yet well defined. Stewart (1977), when surveying employer attitudes toward hiring the handicapped, found two major needs:

(1) A large scale employer educational program is needed to broaden employment opportunities for the handicapped.

(2) A need to coordinate the expectations of employers with the curriculum for the handicapped offered in the schools.

Attitudinal deficits toward the handicapped are not restricted, however, only to the employment sphere. It has been found that a large percentage of the population is negatively disposed to renting housing facilities to the handicapped (Tripp, Michael, Colao, Alvarez, 1978). This widespread bias

against handicapped (particularly the retarded) citizens is a problem which permeates throughout American society (Brolin, 1973). The vicious cycle of misconception of abilities and strengths of the retarded lead to lessened opportunities and community awareness which, in turn, heightens the misconceptions (Gravatt, Goldberg, Spigelmeyer & Weaver, 1968).

With the changing role of the community in providing service delivery systems for institutional retardates (Halderman v. Pennhurst State School and Hospital, Civil Action No. 75-1345), a primary concern for the future must be the cooperative planning of vocational training programs to meet the needs of changing institutional populations (Richardson, 1975). This is going to require new delivery systems that are multi-discipline based (e.g., Home/School/Community) rather than traditional school based programs (Clark, 1974).

It has been demonstrated that comprehensive community involvement in the development of a career education component can be highly effective. Muth & Sengell (1975) report the results of the comprehensive Kansas work study project indicate that students who receive the benefits of a comprehensive planning model earn an average of $27.61 per week more than their counterparts without benefit of the training.

Review of Related Programs: While career education for lower-functioning handicapped children is almost nonexistent in any coordinated sense, there are a few related programs that have relevance for this effort and that will enable project staff to avoid needless duplication. Until recently, programming options for handicapped students were nested exclusively in either the school milieu or to the post-school (re) habilitative setting. Interfaces between the various service provision agencies were negligible. It was only with the advent of programs such as Project PRICE (Missouri) and Project THOR (Pennsyl-

vania) that initial attempts have been made to coordinate the efforts of at least some groups in the availability of career education options and/or program services available to the retarded.

Programs such as those cited above, not only provide a teacher training program, but also include training for other professional and lay groups as well as the development of materials and service availabilities for the targeted population.

Another project produced a series of training materials known as Training for Independence. Volumes VI and VII have particular relevance for the current proposal's efforts. The development of both academic (Vol. VI) and prevocational (Vol. VII) task analyses directly related to a community involvement model was a primary component of the Training for Independence series. These analyses have been adapted toward inclusion in curriculum objectives (see Section 4 (ii)) and mark an interface between previously existing projects and the proposed model program.

Methods Time-Motions (MTM) studies have indicated a number of fruitful ways of addressing not only vocational training activities but also career educational tasks. The development of specific job norms and sequences of motion patterns enables the trainer to have an ongoing assessment of student acquisition trends in relation to the general working community. In addition, through the application of MTM techniques, students may be trained with peak efficiency both in acquisition methodology and production layout.

The vocational education training modules produced by certain members of the applicant agency's staff have provided additional opportunities for formulating career education activities. The interactions of task analyses and MTM concepts in the development of the modules lend creditability to the practical application of them to actual career education concepts.

Legal Citations: Under Section 121h.8 of the regulations and guidelines governing support for research and related purposes in the education of the handicapped under Part E of the Education of the Handicapped Act, career education for handicapped children is listed as a priority, as well as programs working with severely and profoundly handicapped (Federal Register, Vol. 43, No. 40, Tuesday, February 28, 1978, p. 8229). This viewpoint is also supported under 20 U.S.C. 1441 and 1442.

Special Regional Needs in Any Setting: From the above review, it appears possible to develop five different variations of its model program concept. First, and perhaps most appropriately, a model program approach from the viewpoint of a Regional Educational Service Agency (RESA) holds much potential for replication in many areas of the country. This model would embody not only the activities and central coordination role of a RESA but also the other four model variations described below. In other words, a total comprehensive approach to career education would be undertaken.

Second, apart from the model wherein the RESA acts as the central coordination unit for all other levels of model program involvement, a RESA might wish to operate career education activities only for the children in its own programs. Such a model variation will also be addressed.

Third, in many regions of the country, a RESA does not exist and/or would not want to take on the responsibilities dictated by this project's model programs. In such cases, independent public school districts might be the most appropriate vehicle to undertake career education activities.

Fourth, an Area Vocational Technical School (AVTS) might also want to conduct a career education program of its own. The project would involve its four large AVTSs in helping design such a variation upon the basis RESA theme of the applicant.

Fifth, an Approved Private School (APS) often has both the interest and the wherewithal to conduct career education activities of its own. Thus, a variation upon this project's first model will also be developed for use in a single APS.

OBJECTIVES OF THE MODEL

Table 1 contains the core outline of the 14 major objectives of this model, the several subordinate objectives under each major objective, and the many activities under each subordinate objective. Basically, the major objectives range from formal needs assessment, to awareness campaigns, to staff training multiplier effects, to dissemination and diffusion, to direct career education training for the handicapped children.

It should be noted that the following sequence of 14 objectives has been designed specifically to enable each product and/or activity to have maximal validity for all targeted groups, as well as being readily accepted by them. As has been previously discussed, the programing options that have been implemented in the past have dealt on a much smaller scale than the presently proposed model. Other agencies which have used a community involvement model with specific handicapped groups (e.g., physically handicapped or educable mentally retarded) have found that curriculum implementation is only effective after there is community awareness and acceptance (Gentile, 1976). In accord with this philosophy, the sequence of objectives given in Table 1 is designed to most readily assure the eventual success of the curricular training program for the handicapped children. Thus, the objectives for the children-oriented training activities have been placed at the end of the sequence.

Table 1

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
1. To design separate needs assessment surveys of career education needs and possibilities for the populations of special and regular education professionals at school-age levels, post-secondary and adult education professionals, business and industry within the county, parents of handicapped children, the noneducational human service agencies and community groups, and the lay population at large	1-a. To gather background data on the different populations to be surveyed	1-a-1. To task analyze the most typical problems each population experiences in attempting to job place these handicapped children
		1-a-2. To examine the professional literature for career education implications to be probed by the separate surveys
	1-b. To construct the six separate surveys	1-b-1. To build draft items as a result of 1-a.
		1-b-2. To construct drafts of the separate surveys
		1-b-3. To consider validity of the draft instruments
		1-b-4. To obtain project advisory council input on the draft instruments
		1-b-5. To produce the final separate surveys

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
2. To conduct the six separate, formal needs assessment surveys	2-a. To conduct a formal survey of educational agencies at the local level	2-a-1. To locate and identify all existing educational programs for the handicapped
		2-a-2. To implement the survey
		2-a-3. To collect and interpret survey data
	2-b. To conduct a formal survey of the needs of parents of handicapped children	2-b-1. To select a random sample from among the approximate 10,000 parents of school-age handicapped children across all exceptionalities
		2-b-2. To implement the survey
		2-b-3. To collect and interpret survey
		2-b-4. To select a random sample from among the parents of handicapped children who have graduated from school
		2-b-5. To implement the survey
		2-b-6. To collect and interpret survey data

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
	2-c. To conduct a formal survey of the employment needs of business and industry in Montgomery County	2-c-1. To select a random sample from among business and industry in Montgomery County
		2-c-2. To implement the survey
		2-c-3. To collect and interpret survey data
	2-d. To conduct a formal survey of community agencies offering services to the handicapped citizens of Montgomery County	2-d-1. To survey for the purpose of locating and identifying the services offered to handicapped citizens in Montgomery County by community service agencies
		2-d-2. To implement the survey
		2-d-3. To collect and interpret survey information
	2-e. To conduct a formal survey of post-secondary and adult education professionals	2-e-1. To locate and identify professionals at this level who have had, or might have, opportunity to deal with these handicapped persons

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
		2-e-2. To implement the survey
		2-e-3. To collect and interpret the survey data
3. To design awareness activities for the six target populations	3-a. To determine awareness techniques and materials that most appropriately meet the needs of educational agencies at the local level	3-a-1. To perform a detailed task anal of the sequence of awareness act vities that will best meet the needs of educational agencies
		3-a-2. To survey existing materials an techniques that might be adapte to each step in the task analys
		3-a-3. To select appropriate existing techniques and materials that adequately address the steps in the tasks analysis for educational agencies
		3-a-4. To devise new awareness materia and techniques for steps in the task analysis for which no mate ials presently exist for educational agencies

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
		3-a-5. To modify all materials and techniques across all steps of the task analysis to be internally consistent
	3-b. To determine awareness materials and techniques that most appropriately meet the needs of parents of handicapped children	3-b-1. To perform a detailed task analysis of the sequence of awareness activities that will best meet the needs of parents of children
		3-b-2. To survey existing materials and techniques that might be adapted to each step in the task analysis
		3-b-3. To select appropriate existing techniques and materials that adequately address the steps in the tasks analysis for parents of handicapped children
		3-b-4. To devise new awareness material and techniques for steps in the task analysis for which no materials presently exist for parents of handicapped children

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
		3-b-5. To modify all materials and techniques across all steps of the task analysis to be internally consistent
	3-c. To determine awareness materials and techniques that most appropriately meet the needs of business and industry in Montgomery County	3-c-1. To perform a detailed task analysis of the sequence of awareness activities that will best meet the needs of business and industry in Montgomery County
		3-c-2. To survey existing materials and techniques that might be adapted to each step in the task analysis
		3-c-3. To select appropriate existing materials and techniques that adequately address the steps in the tasks analysis for business and industry in Montgomery County
		3-c-4. To devise new awareness materials and techniques for steps in the task analysis for which no materials presently exist for business and industry in Montgomery County

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
		3-c-5. To modify all materials and techniques across all steps of the task analysis to be internally consistent
	3-d. To determine awareness materials and techniques that most appropriately meet the needs of community agencies serving the handicapped in Montgomery County	3-d-1. To perform a detailed t . . . alysi of the sequence of awareness activities that will best meet the needs of community agencies servin the handicapped in Montgomery County
		3-d-2. To survey existing materials and techniques that might be adapted to each step in the task analysis
		3-d-3. To select appropriate existing techniques and materials that adequately address the steps in the tasks analysis for community agencies serving the handicapped in Montgomery County
		3-d-4. To devise new awareness materials and techniques for steps in the task analysis for which no materials presently exist for community agencies serving the handicapped in Montgomery County

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
		3-d-5. To modify all materials and techniques across all steps of the task analysis to be internally consistent
	3-e. To determine awareness techniques and materials that most appropriately meet the needs of post-secondary and adult education professionals	3-e-1. To perform a detailed task analysis of the sequence of awareness activities that will best meet the needs of post-secondary and adult education professionals in Montgomery County
		3-e-2. To survey existing materials and techniques that might be adapted to each step in the task analysis
		3-e-3. To select appropriate existing techniques and materials that adequately address the steps in the tasks analysis for post-secondary and adult education professionals in Montgomery County

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
		3-e-4. To devise new awareness materials and techniques for steps in the task analysis for which no materials presently exist for post-secondary and adult education professionals in Montgomery Count
		3-e-5. To modify all materials and techniques across all steps of the task analysis to be internally consistent
4. To implement the awareness activities for the six groups given in Objective 1	4-a. To train project staff in material usage and techniques for all the community components outlined in this project	4-a-1. To conduct formal training sessio for project staff in awareness materials and techniques
		4-a-2. To have involved personnel visit selected community education programs at the national level
	4-b. To implement the awareness activities designed for the local education agencies	4-b-1. To conduct an awareness session on the implications of community education for handicapped citizen
		4-b-2. To review with local education agencies the data collected in the local education agencies survey

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
		4-b-3. To solicit additional areas of concern from local education agencies at the awareness sessio
	4-c. To implement the awareness activities designed for parents of handicapped citizens	4-c-1. To conduct an awareness session on the implications of community education for handicapped citize
		4-c-2. To review with parents the data collected in the parent survey
		4-c-3. To solicit additional areas of concern from parents at the awareness session
	4-d. To implement the awareness activities designed for business and industry	4-d-1. To conduct an awareness session on the implications of community education for handicapped citize
		4-d-2. To review with business and indu try the data collected in the business and industry survey
		4-d-3. To solicit additional areas of concern from business and indust at the awareness session

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
5. To design training sequences for each appropriate audience identified in major objective 1	5-a. To determine training techniques and materials that most appropriately meet the needs of educational agencies at the local level	5-a-1. To perform a detailed task analy of the sequence of training acti ties that will best meet the nee of educational agencies
		5-a-2. To survey existing materials and techniques that might be adapted to each step in the task analysi
		5-a-3. To select appropriate existing techniques and materials that adequately address the steps in the tasks analysis for educationa agencies
		5-a-4. To devise new training materials and techniques for steps in the task analysis for which no materials presently exist for educational agencies
		5-a-5. To modify all materials and techniques across all steps of the task analysis to be internally consistent

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
	5-b. To determine training materials and techniques that most appropriately meet the needs of parents of school-age handicapped children	5-b-1. To perform a detailed task analysis of the sequence of training activities that will best meet the needs of parents of school-age children
		5-b-2. To survey existing materials and techniques that might be adapted to each step in the task analysis
		5-b-3. To select appropriate existing techniques and materials that adequately address the steps in the tasks analysis for parents of school-age handicapped children
		5-b-4. To devise new training materials and techniques for steps in the task analysis for which no materials presently exist f[illegible]nts of school-age handicapped children
		5-b-5. To modify all materials and techniques across all steps of the task analysis to be internally consistent

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
	5-c. To determine training materials and techniques that most appropriately meet the needs of business and industry in Montgomery County	5-c-1. To perform a detailed task analysis of the sequence of training activities that will best meet the needs of business and industry in Montgomery County
		5-c-2. To survey existing materials and techniques that might be adapted to each step in the task analysis
		5-c-3. To select appropriate existing materials and techniques that adequately address the steps in the tasks analysis for business and industry in Montgomery County
		5-c-4. To devise new training materials and techniques for steps in the task analysis for which no materials presently exist for business and industry in Montgomery County
		5-c-5. To modify all materials and techniques across all steps of the task analysis to be internally consistent

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
	5-d. To determine training materials and techniques that most appropriately meet the needs of community agencies serving the handicapped in Montgomery County	5-d-1. To perform a detailed task analysis of the sequence of training activities that will best meet the needs of community agencies serving the handicapped in Montgomery County
		5-d-2. To survey existing materials and techniques that might be adapted to each step in the task analysis
		5-d-3. To select appropriate existing techniques and materials that adequately address the steps in the tasks analysis for community agencies serving the handicapped in Montgomery County
		5-d-4. To devise new training materials and techniques for steps in the task analysis for which no materials presently exist for community agencies serving the handicapped in Montgomery County
		5-d-5. To modify all materials and techniques across all steps of the task analysis to be internally consistent

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
	5-e. To determine training materials and techniques that most appropriately meet the needs of post-secondary and adult education professionals	5-e-1. To perform a detailed task analysi of the sequence of training activities that will best meet the needs of post-secondary and adult education professionals serving the handicapped in Montgomery County
		5-e-2. To survey existing materials and techniques that might be adapted to each step in the task analysis
		5-e-3. To select appropriate existing techniques and materials that adequately address the steps in the tasks analysis for post-secondary and adult education professionals serving the handicapped in Montgomery County
		5-e-4. To devise new training materials and techniques for steps in the task analysis for which no materials presently exist for post-secondary and adult education professionals serving the handicapped in Montgomery County

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
		5-e-5. To modify all materials and techniques across all steps of the task analysis to be internally consistent
6. To implement the training and involvement sequences identified for all of the groups outlined in major objective 1	6-a. To train project staff in material usage and techniques for all the community components outlined in this project	6-a-1. To conduct formal training sessi for project staff and other involved local educational agency personnel
		6-a-2. To have involved personnel visit selected community education programs at the national level
	6-b. To implement the program(s) designed for the local education agencies	6-b-1. To identify those educational agencies in Montgomery County willing to become involved in cooperative planning for community education of the handicapped
		6-b-2. To obtain a written commitment for those educational agencies wishing to cooperate, specifying the degree and type of involvement
		6-b-3. To implement the program of involvement agreed to by the educational agency

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
	6-c. To implement the program(s) designed for parents of handicapped citizens	6-c-1. To review with parents the data collected in the parent survey
		6-c-2. To solicit additional areas of concern from parents at the awareness session
		6-c-3. To implement the program
	6-d. To implement the program(s) designed for business and industry	6-d-1. To identify those businesses and industries in Montgomery County willing to become involved in cooperative planning for community education of the handicapped
		6-d-2. To obtain a written commitment for those educational agencies wishing to cooperate, specifying the degree and type of involvement
		6-d-3. To implement the program of involvement agreed to by business and industry

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
	6-e. To implement the program(s) designed for community agencies	6-e-1. To identify those community agencies in Montgomery County willing to become involved in cooperative planning for community education of the handicapped
		6-e-2. To obtain a written commitment for those community agencies wishing to cooperate, specifying the degree and type of involvemen
		6-e-3. To implement the program of involvement agreed to by the educational agency
7. To design cyclical follow-up and refinement activities to reinforce Objectives 4 and 6	7-a. To develop a tracking system for handicapped citizens	7-a-1. To register all handicapped citizens who have been involved in the project programs
		7-a-2. To devise a tracking component fo assessing the degree of adjustmen to the community of the handicapp citizens
		7-a-3. To devise a tracking component to assess job success of the handicapped citizens

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
	7-b. To refine and expand the awareness and training activities	7-b-1. To reassess the appropriateness of all activities as they were conducted
		7-b-2. To consider alternative ways of implementing all activities
8. To implement the cyclical follow-up and refinement activities	8-a. To implement the tracking system	8-a-1. To initiate contact on a period basis with handicapped citizens involved with the project
		8-a-2. To collect systematic informati on community adjustment and job success
	8-b. To refine the awareness and training activities to maintain continued impact	8-b-1. To carry out new series of awar ness campaign activities
		8-b-2. To carry out new series of trai ing activities
9. To design appropriate dissemination activities	9-a. To consider the differential information needs and probable impact results of the five target populations of Objective 1	9-a-1. To task analyze the most concis manner of presenting the career education model program variati to the separate populations

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
		9-a-2. To determine which model variations should be disseminated to which target populations
	9-b. To produce the appropriate sets of dissemination materials	9-b-1. To produce the basic five model sets of dissemination materials
		9-b-2. To customize the basic five sets of model materials to the differential needs identified in 9-a.
10. To implement the dissemination activities	10-a. To identify the appropriate agencies at the local, state, and national levels which could benefit from these materials	10-a-1. To obtain the advice of this project's Advisory Council in determining which dissemination pattern would be most beneficial to the groups involved
		10-a-2. To consult key lists of agencies that might be appropriate to receive these materials
	10-b. To disseminate the materials to the appropriate agencies	10-b-1. To determine the exact distribution pattern
		10-b-2. To mail the materials

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
11. To design diffusion activities	11-a. To consider the differential diffusion needs of the five target populations of Objective 1	11-a-1. To consider the extent to which the project can respond to diffusion-type requests
		11-a-2. To set limits on the nature and amount of diffusion
	11-b. To develop a framework of diffusion for the five target populations	11-b-1. To establish local on-site training and consultation capability to respond to diffusion requests
		11-b-2. To establish a set of priorities on diffusion-type requests to maximize effectiveness
12. To implement the diffusion activities	12-a. To identify the appropriate agencies at the local, state, and national levels which could benefit from diffusion activities	12-a-1. To obtain the assistance of the Advisory Council in determining how to realistically limit diffusion demands
		12-a-2. To consult key lists of agencies that might benefit from a diffusion approach to their local problems

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
	12-b. To announce the diffusion possibilities to local, state, and national levels	12-b-1. To determine a limited number of agencies at each of the six population levels
		12-b-2. To distribute a brochure to the selected agencies
		12-b-3. To respond on a first-come, first served basis to those agencies which request diffusion assistance
13. To design career education training sequences for the handicapped children who are the primary target of this project	13-a. To utilize project staff and both Intermediate Unit and district staff to develop a sequence of career education objectives for the handicapped persons	13-a-1. To identify staff members who have demonstrated expertise in career education curriculum development
		13-a-2. To review existing career education programs, techniques, and materials for relevance to the project's goals
		13-a-3. To develop new resources in career education training that will complement the existing resources

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
		13-a-4. To coordinate the existing and new resources into a meaningful appropriate whole
	13-b. To field test the career education training sequence in selected classrooms throughout the county	13-b-1. To identify appropriate classrooms for representative field-testing purposes
		13-b-2. To have project staff provide followup services to the field test sites
		13-b-3. To assess and redefine specific objectives to meet field criter
		13-b-4. To package validated curriculum modules
14. Implement	14-a. To identify appropriate classrooms throughout the county for wide-spread implementation of the materials	14-a-1. To carry out a needs assessment of interest among all teachers and administrative staff across the county
		14-a-2. To ensure that the career educa tion modules are used at all levels and yet throughout the county

Table 1 (continued)

Major Objectives, Subordinate Objectives, and Activities

Major Objectives	Subordinate Objectives	Activities
	14-b. To coordinate all other components of the comprehensive model with the handicapped persons' training components	14-b-1. To have project staff meet periodically with teachers using the career education packages to review the interface between the curriculum component and other components
		14-b-2. To train teachers to retrieve information from the other components of the model

STAFFING

Staff needs are at three different levels: administrative, program, and secretarial. The administrative staff include a Project Director and an Assistant Project Director, who have intensive grounding in the exceptionality content areas and who will provide guidance in these areas and continuing, ongoing linkages with the program staff. These individuals in most RESA settings will be selected from existing supervisory staff of the program for the mentally retarded.

The program staff for the model include two individuals. Of prime importance will be a Career Education Specialist. This individual will be responsible for guiding the day-to-day, program-oriented efforts and for ensuring their appropriate linkage with locally operated program operations. He will also be responsible for developing and field-testing the new materials and/or techniques found to be necessary. The development of staff training packages, as well as student instructional materials, will be a major duty. A second major program staff member of this project is an Instructional Developmental Specialist, who will assist the Career Education Specialist in developing new materials and techniques. Both program staff members should be of professional background in special education and/or vocational/career education. Because the staff members who will fill these two program positions are not known specifically at this time, the criteria for recruitment are given in the attached Lists.

In terms of the third domain of staff, secretarial assistance, one full-time secretary is probably needed to handle typing of training materials and other documents involved in the conduct of the project, arranging training details, organizing and filing project-related materials, and other secretarial duties.

Outside consultants selected for their expertise in the areas of career and vocational education would be hired on a contractual basis to assist project staff in initial planning activities and, to a lesser extent, later implementation of the project.

LIST A

CRITERIA FOR SELECTION OF CAREER EDUCATION SPECIALIST

Master's Degree in Special Education or Vocational Education, with Specialization in Mental Retardation

At least five years of instructional experience at the school-age and/or university levels

Extensive evidence of specialization in career and vocational education with special needs groups

Some experience with inservice and staff development experience

Self-initiating and ability to coordinate complicated, multifaceted activities

Ability to interact effectively with community-based agencies

Evidence of effective communication and writing skills

LIST B

CRITERIA FOR SELECTION OF INSTRUCTIONAL DEVELOPMENTAL SPECIALIST

Bachelor's Degree in Special Education, with Specialization in Mental Retardation

At least three years of instructional experience

Evidence of appropriate grounding in career and vocational education

Some experience in the development and utilization of survey and measurement devices

Evidence of effective communication and writing skills

STAFF DEVELOPMENT UNDER THE MODEL

As the reader refers back to Table 1, he sees that a primary focus of this project is on staff development. Of the six target audiences of this project, two will be benefited primarily from activities in staff development: special and regular educational professionals at school-age levels, and post-secondary and adult educational professionals.

First, a solid framework of staff awareness has to be created as to the types of career education activities and possibilities that exist or that can be created to facilitate later vocational success of these lower functioning children. Second, more intensive training must then be given to the staff to provide them with the competencies to absorb on a routine basis the responsibility of offering appropriate career education activities to their children, in line with the mandates of Public Law 94-142, Public Law 94-482, and Section 504.

The initial steps to be taken by this project in the area of staff development are outlined in Table 1 under Objectives 1 and 2 (Design and Implementation of Needs Assessment), Objectives 3 and 4 (Design and Implementation of the Awareness Activities), and Objectives 5 and 6 (Design and Implementation of Intensive Training Activities). Under each of those Major Objectives in Table 1, one also sees the nature of the Subordinate Objectives and Associated Activities.

The content area considerations for both awareness and training activities include:

(a) identification of appropriate employment opportunities within the community

(b) specific technology of job analysis (task analysis approach)

(c) awareness and training activities for specific skills relating to job clusters

(d) constructs and theory of career educations

(e) the role of work study in the job placement of lower functioning children

(f) utilization of both informal and formal pre-vocational and vocation evaluations

(g) community followup procedures

With regard to each of the above topics, the awareness stage will provide the education/trainees with basic overview knowledge. On the other hand, the intensive training phase will provide in-depth orientation of the above topics to enable the educators to effectively within a career/community education for lower-functioning persons.

RECORD-KEEPING SYSTEMS

Several types of documentation will be kept in the operation of this career education model program. The items to be maintained deal with program delivery and accountability of program effectiveness.

Program Delivery: The primary document that embodies the child's appropriate career education program (and any prevocational and vocational education offshoots) is the Individual Educational Program (IEP). In accord with Public Law 94-142, Public Law 93-380, Public Law 94-482, and Section 504, sections of a child's IEP will reflect appropriate modifications in his program to include career education activities. Each successive year of this model program would see an increasing number of lower functioning children drawn into the comprehensive career education program framework. Each such child will have relevant career education program sections in his IEP.

At the same time, as the staff development multiplier effects spread into district-run programs and private school programs, staff at those levels would be encouraged to actualize such comprehensive career education activities and to reflect them in the IEPs.

Apart from the child-oriented program delivery records (IEPs), the model would also develop informal written service agreements with the several audiences that would receive service from this project. Thus, letters of understanding will be issued to these groups: special and regular education professionals at school-age levels; post-secondary and adult education professionals; business and industry within the region; noneducational human service agencies and community groups; and the lay population at large.

Program Effectiveness: Student benefits from the career education activities will be assessed by several techniques. Teacher-completed rating scales will be gathered on each lower functioning student who enters into the direct

child service arrangements offered by this career education model program. For instance, the IEP itself incorporates specific evaluation strategies and criteria against which a student's performance in this area of career awareness will be judged.

This model will utilize several evaluative techniques under both formative and summative phases. The formative evaluation approaches will emphasize in-process collection of data and/or informational feedback so as to facilitate day-to-day decision-making. The summative evaluation approaches will be used to provide data that reflects on the overall quality of the model program activities.

A major source of formative decision-making data will be the detailed needs assessment. Such data will be primarily useful for basing decisions on how to design overall programs of community education, as well as how to structure specific training techniques. All such decisions will consequently be of highly informed nature.

The effectiveness of the community agency training efforts will be gauged in both formative and summative fashion by means of structural rating scales (Likert type) and by open-ended-format questionnaires. Data gathered in this manner can be used formatively to plan similar community agency training sessions, as well as summatively to reflect back on the overall effectiveness of such training efforts.

With regard to formative evaluation of the manner in which the needs assessment efforts should be devised, the way in which training procedures should be structured, and the manner in which training should be implemented, the major source of evaluative data will be the formal input of planning consultants who would make on-site visits to assist staff of the model program. In this sense, the project will be utilizing the procedures of third-party evaluation (TPE).

The visits of the consultants would be scheduled at crucial times throughout a school year, commencing with the start of the year itself.

Annual summative evaluation efforts would be carried out by means of an overall questionnaire technique mailed out to all community agency groups. Reflections on the quality of existing services as well as suggestions for the future will be embodied in the instrument.

The project coordinator would also maintain a log of crucial events throughout the model program's life. The log will thus capture the steps that lead to any major changes in model operations and will be useful mainly in a summative sense.

Finally, the TPE (third-party evaluation) techniques mentioned earlier will not only be useful in an immediate formative sense but will also be adapted to the evaluation of the model program's total range of activities. Consultant experts who come to the project throughout its duration will be asked not only to plan for the future but to consider the effectiveness of past efforts. The consultants will be asked to generate an evaluative report that examines the strengths and weaknesses of <u>all</u> components of the project to yield a comprehensive appraisal.

IDENTIFICATION AND ASSESSMENT OF HANDICAPPED CHILDREN

The identification and assessment procedures to be used in this model program will adhere to existing state and federal laws, standards, and regulations.

Basically, the children to be entered into the model program are those with the following key characteristics:

1. Educational achievement at the primary level at least 3 years below expected norms.
2. Educational achievement at the intermediate level at least 5 years below expected norms.
3. Educational achievement at the secondary level at least 7 years below expected norms.
4. Placed in a special education program.
5. Ambulation (either independent or wheel-chair based).

INSTRUCTIONAL INTERVENTION

Curriculum: The curriculum to be given to the children involves several components. The career education assessment battery of the model program forms the logical entry into the classroom operations.

The curriculum for students who will enter the career education model program is generated in an eclectic manner from some existing options, but mainly from previous pilot projects and new materials yet to be explored. The need for a comprehensive career education approach for such lower functioning children is great. Addressing this development-oriented need is one of the main thrust of this model program.

The job register is a major underpinning to design of the curriculum. The entries that are made into this permanently established job register (from continuing needs assessment and registry update activities) will provide a clear direction to how specific career education activities will occur.

At the present time, from pilot efforts in the direction of the registry concept, the career education curricula should be designed as follows:

(a) functional reading (includes major functional vocabulary peculiar to each occupational area, as well as newspaper want ads, transportation, schedules, job applications, purchase orders, etc.).

(b) functional writing (includes check signatures, job applications, written communications peculiar to each occupational area to the extent possible with target populations).

(c) functional mathematics (includes time skills, money concepts, measuring, weighing, counting, and simple budgeting).

(d) self-help skills and independent functioning (includes dressing skills with regard to choice and appropriateness of clothing, travel training via either public or private transportation modes, other grooming skills essential

to success on a job, and how to use emergency information, as with police).

(e) communication skills (includes primarily communicating with working peers and supervisory personnel, as well as job interview situations).

(f) social development (includes primarily training in expected behavior spanning both work and leisure time activities; includes the development of recreational interests and skills).

(g) career awareness (emphasizes realistic job options available to target population and initial job exploration activities.)

(h) prevocational and school training areas (includes tool recognition and usage, job safety activities, utilization of small hand tools, assembly and packaging activities, industrial assembly lines, utilization of measuring devices, use of small electrical tools and equipment, use of large industrial machinery).

All of the above curricular sequences are currently in a stage of field testing in a pilot program involving about 50 moderately to severely involved students in two locations within Montgomery County. All necessary equipment has been acquired through local education agency finances. The field testing has demonstrated the feasibility and appropriateness of major portions of this comprehensive model.

Another phase of the career education model program involves short-term job placements. When it is determined that a student has skills and behavior to accomplish and handle competitive employment, the teachers have at hand lists of employers who are willing to take students on a work study program. These employers have been educated on how to handle, and what they might expect from, this work study student.

The employers are encouraged to visit the educational facility and be introduced to the student and the work he has been doing in school. The

student is then taken by the instructor or his assistant to the place of employment. There he is given a job application and interviewed by the appropriate person. If everything is acceptable, he will receive a call at school and procedures to implement his work study program are initiated.

The instructor and the employer both are required to evaluate the student during the work study period. The instructor may be with the student for a period of time during his initial employment to insure the completion of the job during the skill acquisition study.

Through the employer evaluation, instructor's evaluation, and the student's own evaluation of himself, problems that arise can be remediated. When all requirements are met, a full-time position is usually acquired with help from the instructor.

Methodology: An essential element to the design of each component of the comprehensive package is the use of intensive task analysis techniques in studying the logical needs of the students in career education and how this translates into the development of appropriate curricula.

To provide a concrete example of how a child's career education curriculum content and methodology might affect him, the following hypothetical example is offered:

(1) The child first enters school at the elementary level where the foundations for vocational training and adult living are developed. Here extremely basic skills are taught to the child. These include dressing, grooming, toileting and feeding skills to allow the child to become socially acceptable to both peers and adults. Without the development of these skills, prevocational training would not be feasible since the child would not be able to interact acceptably with other people. At the elementary level the child is also exposed to activities to develop readiness for academic skills such as

reading, math and printing. These skills however, are always taught from a functional standpoint. For example, reading is taught from a functional words list, math skills by integrating concepts of time and money, and printing skills to develop the ability to write name, address and phone number as a prerequisite to filling out a job application.

At this time our child is also going through experiences to enable him or her to get around the community. This includes beginning travel training and awareness of services available throughout his home town. During this part of the program, academic instruction is also introduced through the reading of street signs, food labels, etc.

As our child gets older, he or she will move into an intermediate level class. At this level, the class structure begins to further intensify vocational readiness training. Essentially, the curriculum will include practical daily living skills such as simple household chores, food shopping and meal preparation. The pre-vocational area in particular will include tool recognition, wood working and assembly and packaging work shops.

(2) Once skills are mastered at the intermediate level, our student will proceed into secondary training. At this level, the program moves into high gear toward the goal of vocational placement. The academic program is almost completely functional, with reading skills being developed within the context of career awareness programs, reading of job applications and newspaper want ads. Math skills are refined to the point where the child is working on items such as simple budgeting, cashing a pay check, making change for purchases and measurement for vocational tasks. In the area of writing skills, primary emphasis is placed on the filling out of job applications and various forms such as social security information so that the child has better potential for being integrated within his community.

The vocational program operates along two levels. For the majority of students, programming proceeds with the expectation that the student will enter the competitive employment market. In order to accomplish this, both work/study and vocational technical school opportunities are made available to many of our students. For some students, however, the most applicable situation becomes the sheltered workshop.

We are now reaching the point where our hypothetical student is completing training made available in the RESA service region. During these last critical years the student will be exposed to work/study in businesses/industries in this area with the expectation that he or she will eventually work someplace within this area.

The methodology of monitoring continuously the child's progress is also a crucial component in the instructional approach. Apart from entry-level assessment devices, the model program will emphasize a coordinated system of criterion-referenced measurement. This system consists of both daily and longitudinal evaluation of student performance considering both speed and efficiency as part of the overall process.

Delivery of Service: The actual delivery of this comprehensive career education model program requires the coordination of many different service providers. The multidisciplinary evaluation team will provide the basic identification and evaluation information. The special education program supervisors will be heavily involved at all stages of the service delivery and, apart from the administrative staff of this project, will also help to coordinate the rendering of all project activities and related programs and services.

The Career Education Specialist will be working with the normally assigned special education teachers to assure that the career education

materials and techniques are most appropriately implemented. The special education teachers will also be given assistance in how to alter their own classroom activities to mesh with the career education model materials and approaches.

PARENT-FAMILY PARTICIPATION

From Table 1 one sees how parents were built into the major activities of this project in many ways. Certainly the complementary and reinforcing role that parents can play in the area of career education and subsequent vocational education activities, is substantial.

The first set of contacts parents have with this project is during the needs assessment efforts (Objectives 1 and 2). It is crucial that the project learn more of the parents' frustrations over having the vast majority of their children sit home idly without proper vocational job placements upon termination of formal education. In many cases, parents will have useful ideas on how to alleviate and/or prevent this tragically typical situation. Because this project will be designing activities for students at both the school-age and post-secondary and adult levels, no matter how old the students are, the viewpoints of the parents will be highly relevant for all phases of the project.

Second, a set of awareness and orientation activities will be implemented that will directly involve the parents (Objectives 3 and 4). These activities will give the parents a perspective on what to look forward to as this project unfolds and the resources at the school-age, post-secondary, and adult education levels that will be developed.

Third, some in-depth training sessions for parents in the areas of career education and related areas will be designed and implemented (Objectives 5 and 6). This training will provide the parents with some specific, useful approaches to take in fostering realistic expectations and accommodations of both parents and their children to appropriate career choices.

DISSEMINATION

The dissemination plan would include the following products:

Brochure: The existence of the model program should be announced fairly early in its timelines to alert potentially interested individuals to the types of activities to be engaged in. This brochure will inform outside client groups of what is planned over the duration of the three-year project but will be careful not to prematurely promise delivery of any materials and/or techniques.

Models: The basic disseminatable series of products from this model program would be a differentiated continuum of models varied slightly (or greatly), depending upon the client groups. Detailed manuals on how to embody all components of these comprehensive career education training models would be produced for each of the client groups (regular and special educators at the Regional Education Service Agency level; regular and special educators at the independent school district level; post-secondary and adult education professionals; human service agencies; parents; business and industry). Each separate manual would be written from the viewpoint of how that particular client group can actively contribute to and foster the development of as comprehensive a career education delivery system as possible. The components to be addressed are the central job registry of the local area, implementation of awareness and training activities for all non-student groups involved in a comprehensive program of career education, implementation of student career education activities themselves, and linkages with pre-vocational and vocational training domains.

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